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ABSTRACT

During the 1982-83 school year, the Early Childhood Education Branch of the Maryland State Department of Education conducted three inservice conferences for project directors, supervisory personnel, school administrators, and teacher coordinators involved in the Extended Elementary Education Program. The conferences provided information concerning teacher effectiveness and training to supervisory/administrative personnel from local school districts as a means of increasing teacher effectiveness in local schools. Approximately 92 persons from 12 Maryland school districts participated in the conferences, 72 professionals attended one of two regional conferences, and approximately 83 people attended follow-up sessions. To assess the effectiveness of the inservice initiative, interviews by telephone were conducted with a representative sample, stratified by professional level, from each participating school district. Survey questions focused on how inservice information, ideas, materials, and strategies were used by participants; the extent of their use; and observable changes in teacher behavior, if any, that resulted from their use. Overall, participants had extremely favorable views about the impact of the inservice in their local school districts. Although inservice content was reportedly used extensively, the degree to which the inservice increased the effectiveness of teachers was not clear. Data, however, indicated that the most significant impact was on increasing teachers' awareness of ideas, skills, and materials that contribute to more effective teaching. (RH)

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PURPOSE

During the 1982-83 school year the Early Childhood Education Branch of the Maryland State Department of Education conducted three inservice conferences for project directors, supervisory personnel, school administrators and teacher coordinators involved in the Extended Elementary Education Program. The conferences were coordinated by the chiefs of the Early Childhood Education Branch and the Staff Development Branch. Technical assistance was provided by early childhood education staff specialists. The three conferences were intended to provide teacher effectiveness information and training to supervisory/administrative personnel from local school districts as a means of increasing teacher effectiveness in local schools.

This study is undertaken to assess the impact of the three conferences on teachers in the twelve participating school districts. Thus the study will examine: (a) how inservice information, ideas, materials and strategies were used by participants, (b) the extent of their use, and (c) observable changes in teacher behavior, if any, that resulted from their use.

OVERVIEW OF THE ECE INSERVICE

Approximately 92 different people from 12 Maryland school districts (Anne Arundel, Baltimore City, Baltimore County, Calvert, Cecil, Charles, Dorchester, Garrett, Montgomery, St. Mary's, Somerset and Washington) participated in three conferences on increasing teacher effectiveness. Seventy-two professionals attended one of two regional conferences held in Waldorf and Oakland. Approximately 83 people, 22 new participants and 61 who had previously participated in one of the fall regionals, attended the spring follow-up in Ocean City. Table 1 identifies the number of participants, by position, from each school district who were involved in the three MSDE/ECE inservices.

TABLE 1

The Number and Position of Professionals From Local School Districts
Who Participated in the ECE Inservices, 1982-83

Position	County												Total
	A.A.	Balto City	Balto Co.	Cecil	Cal- vert	Chas.	Dor- chest.	Gar- rett	Mont.	Somer	St. Mary's	Wash.	
Director/Superv.	6	1		2		3		1		1	2	1	17
Prin./Asst.Prin.	3	15	2	1	2	3	2	2		1	5		36
Specialist	3	5											8
Teacher Coord.	3	12	1	1	1	1	2	1	1	1	7		31
Total	15	33	3	4	3	7	4	4	1	3	14	1	92

The primary purpose of the two regional meetings, held in November 1982, was to disseminate teacher effectiveness information to participants to provide them with opportunities for determining how they could best use the material in their own school districts. Specific major objectives are listed below:

1. To disseminate information about current research on effective schools and teacher effectiveness including educational theory, instructional practices, and implications for increasing student achievement.
2. To provide participants with opportunities to apply the information to their own professional situations by developing action plans with timelines for implementation.
3. To form administrative networking teams for coordinating resources and planning support.

Inservice objectives were carried out over a 2½ day period. Sessions were held on Day 1 from 9:00 a.m. - 6:00 p.m., on Day 2 from 9:00 a.m. - 6:00 p.m. and on Day 3 from 9:00 a.m. - 2:30 p.m. During each regional conference participants were involved in activities directly related to the objectives for approximately 25½ hours. Table 2 delineates how their time-on-task was spent.

TABLE 2

ECE Inservice Time Allocations, Topics and Activities November 1982

Objective	Major Topics Activities	Primary Implementation Strategies	Time Allocation
1	Research on Teacher Effectiveness/The Rosenshine Model. Research on Effective Schools/School Change. Madeline Hunter: Teacher Effectiveness Theory and Practices, Implications for Student Achievement.	Total group presentations using speakers, video tapes, films, and transparencies.	12½ hours
2	Planning Staff Development. Developing Action Plans.	Total presentation by county, group and individual work sessions.	6 hours
3	Building Networking Teams.	By county, small group work sessions. Eating together. One evening social.	1 hour 6 hours
		Total Time	25½ hours

The followup to the regional inservice meetings was held in April 1983. Topics were identified based on (a) comments made by participants on fall inservice evaluation forms, (b) a follow-up needs assessment form that was sent to participants prior to April, and (c) considerations about continuity in inservice training.

The primary purpose of the spring inservice was to provide opportunities for participants to practice using teacher effectiveness material both as an instructional tool and as an aid in assessing teacher effectiveness. Specific major objectives are listed below:

1. To disseminate information on techniques for assessing and increasing student time-on-task and on coaching school staff members in the use of such techniques.
2. To provide extended practice in using the Madeline Hunter techniques presented at the fall inservices as a vehicle for increasing teacher effectiveness.

3. To encourage cooperation among local school district participants and to promote EEE program integration within a school through teambuilding projects.

April inservice objectives were carried out over a period of 2½ days. Similar to the fall regional conferences, sessions were held on Day 1 from 9:00 a.m. - 6:00 p.m., on Day 2 from 9:00 a.m. - 6:00 p.m. and on Day 3 from 8:30 a.m. - 3:00 p.m. Throughout the total inservice period participants spent a total of 17 hours and 30 minutes in activities directly related to the objectives. Table 3 specifies how their time-on-task was spent.

TABLE 3

ECE Inservice Time Allocations, Topics and Activities
April 1983

Objective(s)	Major Topics	Primary Implementation Strategies	Time Allocation-
1	Coaching Time-on-task	Total group presentation using transparencies.	3 hours 15 minutes
2	Madeline Hunter: Teacher Effectiveness LEA Action Plans	Total group presentation using transparencies. Individual reports with total discussion on progress in implementing action plans.	4 hours
3	Teambuilding	Small group projects: preparation and critique of an instructional lesson using Madeline Hunter techniques, coaching and clinical supervision strategies.	7 hours 15 minutes
1-3	Summary and integration of objectives	Total group question and answer period Total group discussion.	3 hours
		Total Time	17 hours 30 minutes

Following each of the three ECE inservice meetings, participants evaluated the conference using a standard MSDE Inservice Evaluation Form. The nine question form is rated on a five point scale (5.00 = excellent to 1.00 = poor). Table 4 summarizes the mean ratings and the average rating participants gave for each question.

TABLE 4

Mean and Average Ratings Given by Participants at Three MSDE/ECE Inservices on Teacher Effectiveness

Question	Mean Rating		Average Rating
	Regional N=36	Ocean City Follow Up N=61	
1. How clearly were the objectives presented to the participants?	4.50	4.55	4.52
2. How were the objectives met?	4.34	4.46	4.40
3. How do you rate the value and quality of the content?	4.76	4.64	4.70
4. What was the quality of the materials and resources?	4.70	4.45	4.57
5. How do you rate the practicality of the activities/experiences?	4.41	4.66	4.53
6. How do you rate the will of group participation?	4.00	4.63	4.31
7. How do you assess the personal application of the activity to your work?	4.08	4.64	4.36
8. How did you rate the format/organization of the activity?	4.53	4.43	4.58
9. How did you rate the facilities provided for the activity?	4.57	4.69	4.63

Participants' responses to questions #2, 3, 5 and 7 are key indicators for predicting whether the three MSDE/ECE inservice activities would make an impact on teachers in the twelve represented school districts. Since the primary purpose was to train the participants to train their local teachers, participants' responses to the question regarding how well the inservice objectives had been met (question #2) would indicate, to some extent, how prepared they felt to accomplish this mission. Concomitantly, the degree to which participants felt that the content of the inservices was valuable, practical and professionally relevant (questions #3, 5 and 7) might predict their likelihood to use the material with teachers.

The average ratings inservice participants gave to questions #2, 3, 5 and 7 on the MSDE Inservice Evaluation Form fell between good and excellent (5.00 = excellent, 4.00 = good). Overall, participants felt that the inservice objectives had been well met (question #2 = 4.40) and that the material on increasing teacher effectiveness was valuable (question #3 = 4.70), practical (question #5 = 4.54) and applicable to their own work (question #7 = 4.36). It seems, therefore, that the administrators, supervisors and teacher coordinators who attended the inservices would use the material to strengthen teacher competencies in their local school districts.

METHODOLOGY

Data was collected in January 1983 by telephone interview. Efforts were made to contact a representative sample from each school district of participants at different professional levels. Of all the participants 19.8% (N = 18) were unavailable to be interviewed: ten were no longer working in their school district, six had changed positions and two were on long-term leaves of absence. Still, of 92 inservice participants, 61.5% were contacted and interviewed. Table 5 indicates the number of participants from each school district who attended the three conferences and the number, by position, who were included in the sample.

TABLE 5

Impact Study Participants by Position and School District

	County												
	A.A.	Balto City	Balto Co.	Cecil	Cal-vert	Chas.	Dorchester	Garrett	Mont.	Somerset	St. Mary's	Wash.	Total
No. of Inservice Participants	15	33	3	4	3	7	4	4	1	3	14	1	92
No. of Participants Interviewed													
Supervisor/Director	2	1		1		1		1		1	1	1	9
School Administrator	1	7	1	1	2	1	1	2			3		19
Specialist		4											4
Teacher Coordinator	2	8	1	1	1	1	1	1	1	1	2		20
Total	5	20	2	3	3	3	2	4	1	2	6	1	52

Telephone interviews were conducted by two staff secretaries and one consultant. During the interview each participant was asked a series of five questions. Responses were recorded as given. The questions that were asked are listed below:

1. Did you use the information on teacher effectiveness that was disseminated at the ECE inservices in Waldorf (Charles County), Oakland (Garrett County), and Ocean City (Worcester County)? If yes, how? With whom?
2. What was the major objective or purpose of your action plan? How was it implemented?
3. What changes in teacher behavior have you observed as a result of disseminating the information and implementing the action plan?
4. Estimate the number of teachers on whom your action plan impacted.
5. Identify the factors, if any, that decreased the impact of your action plan or kept you from carrying it out.

ANALYSIS OF RESULTS

Central Office Personnel

Eight of the nine early childhood directors and elementary supervisors interviewed indicated that they had implemented their action plan: seven of the nine had or are disseminating the MSDE/ECE inservice content throughout their local school districts through staff development; only one ECE supervisor had "not had much time to do anything" with her action plan.

Among the seven central office personnel (two from the same district) who had disseminated the inservice content through staff development, three had trained a total of 163 staff specialists and/or principals to train school staff members. Three had had the material disseminated in all elementary schools district-wide, two had had it disseminated in all elementary schools involved in the Extended Elementary Education Program, and one had requested Chapter II grant money to train more teachers district-wide. One central office supervisor indicated that increasing teacher effectiveness was the district-wide goal and that six professional days had been mandated for staff development on instructional improvement using Madeline Hunter concepts and materials.

Staff development sessions in the school districts ranged from one session to six days. All focused on the dissemination of Madeline Hunter's teacher effectiveness concepts; five also addressed time-on-task concepts. In two cases the MSDE/ECE inservice consultant was used for district-wide training. Five central office personnel indicated that they had used Madeline Hunter films and tapes for staff development purposes and one had disseminated Madeline Hunter and Time-on-Task books to principals and specialists district-wide.

In addition to disseminating the content of the MSDE/ECE inservices throughout their local school districts central office personnel indicated that they were using the MSDE/ECE inservice content as an aid in observing teachers (3) and to provide individual teacher support (2). Three mentioned that staff development sessions had been followed up with teacher monitoring or classroom visits to observe the implementation of teacher effectiveness strategies.

Based on the responses given by the central office workers who were interviewed, the impact of the MSDE/ECE inservices on teachers was great in four school districts (total number of teachers directly affected = 1,500, 250, 130, 110); moderate in one small district (all 16 teachers involved in EEEP); and could not yet be determined in three. One of these three was still in the process of implementing mandated staff development sessions.

The changes in teachers' behavior reported and the number of early childhood directors/elementary supervisors reporting such

changes are listed below:

- Observable use of more effective teaching strategies (4)
- Greater teacher willingness to seek help in improving instruction (3)
- Self monitoring by teachers to improve instruction (3)
- Better and more long range planning (1)

Some of the comments the central office personnel made about the impact of the ECE inservice in their school district are as follows:

"More effective teaching is taking place within the classroom... There is greater awareness throughout the county of more effective teaching strategies...Staff evaluation of the classroom teachers show that they are interested and have grown professionally..."

"It has definitely increased teacher effectiveness in the two schools."

"There is increased teacher effectiveness and a change in teacher attitudes...(The impact) has been positive and is working well."

"Good sound models are being used that are understandable to teachers. (The impact) is very wide. It is one of the nicest (inservices) that I have participated in."

Principals

Nineteen principals from eight of the twelve school districts represented at the MSDE/ECE inservices were interviewed. Two school districts had no representation at the administrative level. The remaining two were represented by one principal each, neither of whom were interviewed.

Seventeen of the 19 principals who were interviewed indicated that they had implemented their action plans. One principal mentioned that although he had not implemented his action plan he had used the inservice content to work with and evaluate two less than satisfactory teachers. Another principal said that she had not written an action plan because she had attended only the April ECE inservice.

School administrators used the content of the ECE inservice in a variety of ways. Fifteen had disseminated the information through staff development and then used the information to address school problems. Uses of the information included working with school staffs to: establish school-based criteria for effective teaching (1), write a school plan for improving student behavior (1), develop the school's yearly management plan (1), and develop a pacing system for insuring continuous student progress (1). Eight principals also mentioned that they had or are using the inservice

content to supervise and support teachers (3) and as an aid in teacher observations and evaluations (5).

Administrators held an average of 5.1 (the range being 1-24) staff development sessions in 15 schools to disseminate the content of the ECE inservices. During these sessions, the total staff assigned to the school including specialists, resource teachers, classroom teachers and aides was generally involved. In only one instance was a separate workshop held for Chapter I aides. Altogether, according to principals, 439 teachers were exposed to the ECE inservice content.

The main topics of the staff development sessions were Madeline Hunter teacher effectiveness concepts (12), time-on-task (1), Rosenshine and Goode on effective teaching (1) and Hunter and Glasser on student behavior (1). The MEDE/ECE inservice consultant was used to disseminate the material in one case; three other principals mentioned that they had used Madeline Hunter films and tapes.

All of the principals interviewed said that the ECE inservices had made some impact on the teachers in their schools. Of the 439 teachers who had been exposed to the inservice content, principals have estimated that observable changes in performance or attitude had taken place in approximately 82% (N = 362). The changes observed and the number of principals reporting each one are listed below.

More effective instruction	9
Increased student time-on-task	5
Improved student behavior	5
Improved teacher morale/motivation	4
More effective teaching strategies	3
Better planning	1
More effective teaming	1
Teacher self monitoring to improve instruction	1

School administrators were extremely positive about the impact of the ECE inservices on teachers in their schools. One principal mentioned that he was successful in having an unsatisfactory teacher removed from the staff as a result of using teacher effectiveness material for documentation. Another principal plans to go to California to participate in other Madeline Hunter workshops. Some of the comments by principals about the impact of the ECE inservice are as follows:

"There has been a tremendous improvement in student behavior. There are very few (practically none) referrals to the office. Teachers use positive reinforcement with students in the classroom. Effective independent activities have been developed by teachers for students. The overall morale in the school has improved... The impact has been excellent."

"Teachers are using more effective strategies. They are more comfortable with formal observations. They accept criticism and suggestions more freely. They are more willing to seek help. There is more team spirit among the staff in terms of sharing ideas, materials, in demonstrating lessons and in working together on various projects and activities... Students' motivation and interest in learning has increased..."

Teacher Specialists

The four teacher specialists who were interviewed were all from the same school district. All four indicated that they had carried out their action plan. However, one declined to comment because she had written and implemented her action plan with a central office worker who had already been interviewed.

The three teacher specialists who responded had all disseminated the ECE inservice content in their school district. One had demonstrated Madeline Hunter techniques to specialists, principals and program facilitators at a district-wide winter retreat. One specialist had presented Madeline Hunter time-on-task information at a staff development meeting in one school and the other had presented time-on-task concepts at an EEEP team meeting in another.

Specialists estimated that their actions had impacted on approximately 200 administrators and supervisors and 34 teachers. Two specialists noted changes in teachers' instructional styles and planning following the staff development sessions. The third mentioned that specialists are using Hunter strategies as they work with teachers. Some comments which specialists made about the impact of the MSDE/ECE inservice in their school district follow:

"Teachers are putting forth an effort to find interesting ways to motivate students. They are more conscious of the instructional techniques they should use as they plan and teach."

"Teachers have changed their instructional styles, the way they plan and their attitudes. The impact was positive."

Teacher Coordinators

Twenty teacher coordinators were interviewed, three of them from schools in which the principal had also been interviewed. Of the 20, eighteen had or were in the process of carrying out their action plans. One planned to implement her action plan beginning in January 1984 and one mentioned that she felt unable to follow up on the inservice.

Eighty percent of the teacher coordinators interviewed disseminated the information in the schools to which they were assigned. Two used coaching techniques to improve teacher performances and

one mentioned that she was using Madeline Hunter concepts to provide individual teacher assistance.

Teacher coordinators disseminated the ECE inservice content in a variety of ways. Their strategies include staff development sessions (12), district-wide meetings (2), faculty meetings (2) and grade level meetings (1). A summary of the staff development participants representing 16 school facilities is given below

- 2 principals
- 94 teachers and school based resource personnel
- all grade preK-5 teachers district-wide
- parents (at one school)
- 40 people district-wide (positions not named)

Teacher coordinators, perhaps because they were more often the presenters, tended to be more specific about the topics of the staff development sessions which were held. At five of the workshops Madeline Hunter teacher effectiveness concepts were disseminated. The topics of the others focused on specific aspects of Madeline Hunter material, including time-on-task (4) motivation and reinforcement theories (1) motivation theory (1) and Madeline Hunter material as it could be applied to: improving instruction in math word problems (1), individualized instruction (1), the learning environment (1), developing students' self esteem (1), and developing positive teacher attitudes (1).

The number of staff development sessions at which the ECE inservice content was disseminated by teacher coordinators seemed to be either 1 (7 responses) or 3-4 (6 responses). In eleven instances the teacher coordinator was the presenter. In one case a consultant from MSDE was used, in another, the MSDE/ECE inservice consultant trained participants and at still another, a consultant from Head Start presented. Madeline Hunter films and tapes were used at two sessions and in one school the Hunter books are being purchased for teachers. Only one teacher coordinator mentioned a follow-up to the staff development sessions. In that instance, the MSDE Early Childhood Education specialist provided technical assistance to teachers in implementing the Madeline Hunter teaching strategies.

The degree of impact described by teacher coordinators was at two levels. Five estimated that approximately 81 teachers altogether were more aware of effective teaching strategies. Eleven teacher coordinators estimated that they had observed behavioral or attitudinal changes in approximately 377 of the teachers with whom they worked. The nature of these changes and the number of teacher coordinators reporting each one is as follows:

Improved instructional strategies	6
Increased willingness to seek the support of peers/supervisors to improve instruction	4
Increased student time-on-task	4
Increased teacher morale	3
Increased self monitoring by teachers to improve instruction	3
Improved learning environments	3
Greater school-wide focus on instructional improvement	2

In comparison to principals and central office personnel, teacher coordinators as a group tended to give more specific answers to the interviewers' questions but were less apt to expound on their responses. Some of their comments about the overall impact of the ECE inservice on teachers are as follows:

"Administrators say that school environments are more inviting and that there is increased morale among staff members and toward supervisory personnel."

"There is a greater awareness of effective management strategies, a change in teacher attitudes and greater staff rapport."

"There is an overall improvement in instruction. The workshop provided concrete strategies that can be easily disseminated and used...test scores have improved dramatically."

"Teachers use students' time and their own more wisely...all members of this staff feel very positive about Madeline Hunter teaching strategies..."

SUMMARY

Fifty-seven percent or 52 of the 92 participants at the MSDE/ECE inservices were interviewed for this study. Almost all had or are carrying out some part of their action plans. Ninety-six percent said that they had or are using the inservice content in their local school districts. The two participants who had not used the inservice content were both from the same school district. However, the central office worker from this district who was interviewed said that the county is doing something similar.

Among the participants who had used the ECE inservice content in their local school districts, 94% mentioned that they had used the Madeline Hunter-time-on-task material. Five and three-quarters percent had used coaching strategies with selected teachers. Table 6 describes how participants used the Madeline Hunter/time-on-task material and the percent of participants reporting each usage.

TABLE 6

Local Uses of the Teacher Effectiveness Material

Uses	% of Use
Staff development	92
Follow-up to staff development with school-wide application	15
Teacher observations/evaluations	15
Teacher support/supervision	23

The most frequent use made of the MSDE/ECE inservice content was dissemination through staff development. In this regard the MSDE/ECE policy of using a "trainer of trainers" inservice model seemed highly effective. Seventy-nine percent of the participants interviewed had themselves presented the material to local staff. Eight percent had trained their local supervisory and administrative staffs to train teachers. Only six participants mentioned the use of an outside consultant; three of these, an early childhood director, a principal and a teacher coordinator were from the same school district.

According to the participants interviewed the extent of the ECE inservice was very wide. Altogether, the inservice content was or is in the process of being disseminated to teachers in approximately 191 elementary schools statewide. Not only were teachers exposed to the material, but in many instances, principals and aides were involved in staff development sessions. A minimum of 151 teacher specialists and program coordinators were also trained. One might conclude, therefore, that the ECE inservices formed the first link in local chains of impact in which complete hierarchies of educational personnel from early childhood coordinators to school aides were made more aware of strategies that contributed to increased teacher effectiveness.

The extent of the impact of the ECE workshops on teachers alone is difficult to ascertain. In response to this question, 31 participants provided a numerical estimate, eight offered a percentage of the teachers or staff, seven gave descriptive remarks and three did not respond. Among those reporting the extent of impact in numerical terms, the total number of teachers they estimated had been impacted was approximately 1625. In terms of the percentages of staff members or teachers the average was 89% (the range being 50% - 100%). Examples of the descriptive responses follow:

"Probably all of the staff in various degrees. It has become second nature to some."

"Difficult to say. It is very wide."

"Positive impact on at least half of the teachers--possibly more."

"The entire staff."

Eighty-two percent (N = 43) of the participants interviewed felt that their use of ECE inservice content had resulted in observable changes in teachers' performances. Of the 72 ways participants mentioned that teachers' performances were modified, 22% fell in the affective domain and 78% were behaviorally related. Table 7 summarizes participants' views of how teachers' performances changed.

TABLE 7

Reported Changes in Teacher Performance Resulting
From Use of the ECE Inservice Content (Total No. of Changes = 72)

Type of Change	No. of Participants Reporting the Change	% of Participants Reporting the Change
More effective instruction	17	23
Greater use of effective teaching strategies	7	9
Better and more long range planning and preparation	3	4
Keeping students on task more	13	18
Greater use of effective classroom management strategies	6	8
Development of more appropriate learning environments	7	9
Increased team teaching	1	1
Greater willingness to seek/take help from supervisors/peers to improve teaching	8	11
More self-monitoring to improve teaching/instruction	3	4
Increased teacher morale/motivation	8	11

Overall, the 52 participants who were interviewed for this study had extremely favorable views about the impact of the ECE inservice in their local school districts. The high degree of use which participants made of the inservice content is consistent with their evaluations of the value and practicality of the three ECE inservices. Twenty-four participants mentioned that local results had been "very positive" or "positive," seven said the results were "very successful" and four reported them as being "very good." Other descriptions which were used to assess the local impact were "worthwhile" (3), "very beneficial" (2), "excellent" (1) and "working well" (1).

The degree to which the ECE inservices actually contributed to increased teacher effectiveness is not entirely clear. The data indicates that the most significant impact was on increasing teachers' awareness of ideas, skills and materials that contribute to more effective teaching. However, there is also evidence that this increased awareness has begun to modify: (a) teachers' behavior to some extent and (b) teachers' attitudes to a lesser extent. Perhaps these initial changes in teaching performances can be viewed as reasonable and important in light of the fact that school has been in session only seven months since the last of the three ECE workshops on increasing teacher effectiveness.